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ABSTRACT

This study examines the personal empowerment and efficacy of teachers, relating these constructs to environmental characteristics in order to provide information for school counselors who are helping teachers in personal growth. The study also assesses the relationship to teacher conceptual level in order to determine its relationship to empowerment and efficacy. A group of 411 teachers completed a collection of scales and surveys in the spring of 1997. Multiple regressions were conducted for the Vincenz Empowerment Scale (Vincenz, 1990) with the School Culture Survey (Saphier, 1985), Teacher Efficacy Scale (Gibson and Dembo, 1984), Learner-Centered Battery (McCombs and Lauer, 1997), Standards-Based Implementation Survey (Seahorn, 1995), and Paragraph Completion Method (Hunt, Butler, Noy, and Rosser, 1978), as well as for satisfaction and age-related variables. Results indicate that empowerment is related at a low to moderate level to personal teaching efficacy, administrator professional treatment of teachers, reflective self-awareness, honoring of student voice, and satisfaction with teaching as a career. Strategies are presented for school counselors to use in helping teachers increase empowerment. (Contains 67 references.) (SM)

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Personal Empowerment, Efficacy, and Environmental Characteristics

by

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Abstract

Multiple regressions are presented for the *Vincenz Empowerment Scale* (Vincenz, 1990) with the *School Culture Survey* (Saphier & King, 1985), *Teacher Efficacy Scale* (Gibson & Dembo, 1984), *Learner-Centered Battery* (McCombs & Lauer, 1997), *Paragraph Completion Method* (Hunt, Butler, Noy, & Rosser, 1978), as well as for satisfaction and age-related variables.

Multiple R's were low to moderate for all variables except for the *Paragraph Completion Method* (Hunt, 1977). Significant predictors of personal empowerment were Administrator Professional Treatment of Teachers, Reflective Self-Awareness, Honoring of Student Voice, Personal Teaching Efficacy, and Satisfaction with Teaching as a Career. Strategies are presented for school counselors to use in helping teachers increase in empowerment.

Introduction

Empowerment began to appear in the education literature in the late 1980s with the advent of school site-based decision-making. Lightfoot (Lightfoot, 1986) defined empowerment in the educational context as a teacher's opportunities for autonomy, choice, responsibility, and participation in decision making in organizations. According to Bredeson (Bredeson, 1989, p. 3), "the concept of a systematic process by which teachers would assume greater responsibility in their professional worklife is rooted in a large body of research in the areas of participatory decision making, professional development, job enrichment, as well as in the areas of professional autonomy and teacher efficacy." Teachers have been alienated from the workplace, and they will overcome that alienation as they are empowered, according to Vavrus (Vavrus, 1989). Maeroff (Maeroff, 1988; Maeroff, 1990) suggested that teacher empowerment consists of the three elements of 1) improved status, 2) increased knowledge, and 3) access to decision-making. Matthes (Matthes, 1986, October) cited self-worth, efficacy, and empowerment as keys to effective schools. Glickman (Glickman, 1990, September) indicated the importance of teacher empowerment by stating, "I believe that the movement to improve schools through empowerment may be the last chance in many of our lifetimes to make schools institutions that are worthy of public confidence and professional respect" (p. 69). Teacher empowerment may be a way to change teacher efficacy and then, indirectly, to affect children's learning.

Variables shown to relate to empowerment include job satisfaction (Fritsch, 1995; Klecker & Loadman, 1996b), self-efficacy, autonomy, and status (Klecker & Loadman, 1996a), and teacher age and experience (Short & Rinehart, 1992). One study suggests that more highly empowered teachers are also more motivated, and that this flows over into teacher-student

relationships (Pickle, 1991).

Teacher empowerment has been linked to participation in decision-making. In a study by White (White, 1992), teacher morale improved, teachers' communication with each other improved, and student motivation increased as a result of expanded opportunities for influence. Maeroff (Maeroff, 1988) also suggests that teacher status, knowledge and access to decision-making are important in empowering teachers.

A number of studies have identified strategies for increasing teacher empowerment. Teachers involved in middle school interdisciplinary teams had significantly higher empowerment than did teachers in departmentally organized programs (Husband & Short, 1994b). In addition, teachers tended to become more empowered when they were trained as researchers (Hollingsworth, 1992) and when they became mentors (Butler, Ehteridge, James, & Ellis, 1989). Reading Recovery Teacher Leaders were found to be more highly empowered than Reading Recovery teachers or classroom teachers as a result of having increased opportunities to make decisions, having control over their schedules, having opportunities to grow professionally, and having a high level of teaching competency (Rinehart & Short, 1993). Another study found that when teachers asked questions of others and themselves, they became more empowered (Prawat, 1991), and Lichtenstein, McLaughlin and Knudsen (Lichtenstein & et al., 1991) found that when teachers had knowledge of professional community, education policy, and subject area, they increased in empowerment. Irwin (Irwin, 1990) suggested that collaboration, professionalism, collegiality, risk-taking, mentoring, lack of isolation, and linkages were some of the factors contributing to increased teacher empowerment. In addition, teachers who participated in voluntarism (Elsey, 1993), middle school interdisciplinary teams (Husband & Short, 1994a;

Husband & Short, 1994b), and professional development schools (Morris & Nunnery, 1994; Neufeld & McGowan, 1993) were more highly empowered. Strategies for empowering teachers also included participation in decision-making, and acquisition of professional knowledge.

Other studies have linked teacher empowerment with coaching. Elliott (Elliott, 1994) found higher levels of empowerment when people received coaching designed to help them think through situations and solve their own problems. This resulted primarily from holding an intentional conversation and feeling support and connection with a coach. People who were coached felt a sense of forward movement and expanded their sense of self. Another study (Curley, 1990) found that when managers were trained as coaches, they increased in personal empowerment because they were able to improve their own performance and help others do the same.

Benjamin and Walz (Benjamin & Walz, 1988) have identified a number of counseling strategies for building personal empowerment. They include helping people: 1) conduct an inventory of the extent of their empowerment; 2) learn to become proactive; 3) assess their situations; and 4) expand their personal networks. Other strategies for increasing teacher empowerment include fostering mutual respect, encouraging teachers to take ownership of change, giving teachers choices, responsibility, and autonomy, encouraging collaboration and self-evaluation, and promoting independence (Duhon-Haynes, 1996). One study (Morris & Nunnery, 1993) found that empowerment was linked with teachers' ability to influence new teachers in the field, their ability to feel professional and have high status and self-esteem, their collegiality, and their professional knowledge.

Research studies have also examined principal behavior in empowering teachers. When

principals have visionary leadership (Bishop, 1994), are authentic (Kirby & Colbert, 1994, January), and exhibit collaboration (Carlson, 1994), their teachers tend to be more empowered. In addition, Martin (Martin, 1990, November) found that when principals formed collegial relationships with teachers, took time to work with them, communicated in an open manner, demonstrated trust and confidence in them, and shared instructional knowledge, teachers became more empowered. Pollak and Mills (Pollak & Mills, 1997) even went so far as to suggest that principals are responsible for empowering teachers. In a study by Keedy and Finch (Keedy & Finch, 1994), when principals assumed a more collegial role with teachers, giving them more opportunities to participate in decisions, teacher empowerment increased. In another study, principals were found to enhance the teachers' sense of empowerment (Blase & Blase, 1997) through facilitative school leadership in schools with shared governance.

Understanding the construct of teacher empowerment is of some importance, and Glickman (Glickman, 1990, September) suggests it may be critical. The *Vincenz Empowerment Scale* (Vincenz, 1990) was developed to improve upon the *Self-Empowerment Survey* (Bramucci, 1978) and the *Psychological Empowerment Scale* (Zimmerman, 1988, August). To date, only one known study has utilized the *Vincenz Empowerment Scale* (Vincenz, 1990) to investigate empowerment and its relationship to other constructs (Edwards & Newton, 1995). The construct of efficacy as defined by Bandura (Bandura, 1977) conceptually forms the basis for empowerment as a related construct. The literature on efficacy suggests that when teachers believe they can make a difference with students, they do (Gibson & Dembo, 1984).

The *Vincenz Empowerment Scale* (Vincenz, 1990), which was used in this study, measures six related constructs of personal empowerment, and was developed for use in a variety

of settings. It was designed in accordance with the literature on personal empowerment, and focuses on mastery of one's personal life (self-empowerment) and effective involvement with one's environment. It comprises subscales assessing potency (efficacy), independence (autonomy), relatedness (interdependence), motivation, values, and joy of life. Vincenz (Vincenz, 1990) found a significant negative relationship between empowerment and depression as assessed with *The Beck Depression Inventory* (Beck, Steer, & Garbin, 1988). In addition, the *Vincenz Empowerment Scale* was moderately related to the *Psychological Empowerment Scale*, although the instruments did not duplicate each other (Vincenz, 1990).

The purpose of this study was to examine the personal empowerment and efficacy of teachers, and relate these constructs to environmental characteristics in order to provide information for school counselors to assist teachers in personal growth. Relationship to teacher conceptual level was also assessed in order to determine its relationship to empowerment and efficacy. Counseling strategies to increase perceptions of empowerment may provide a means of alleviating depression that can sometimes be found in school settings. This paper explores strategies counselors can use to help teachers increase their sense of empowerment and efficacy.

Method

Sample

The *Vincenz Empowerment Scale* (Vincenz, 1990) was used with 411 teachers who participated in a funded project in a large suburban school district in Colorado. Participants were teachers in the school district who were part of a three-year grant from the United States Department of Education Fund for Innovation in Education Office of Educational Research and Improvement (O.E.R.I.). The purpose of the grant was to assist teachers in implementing

Colorado State Content Standards through Cognitive Coaching, Nonverbal Classroom Management, and monthly Dialogue Groups. See Costa and Garmston (Costa & Garmston, 1994), Grinder (Grinder, 1996), and Bohm (Bohm, 1996) for a description of these techniques.

As can be seen in Table 1, the average age of participants was 44.66 (SD = 8.73). Participants averaged 14.20 years of teaching experience (SD = 8.76), 6.15 years in their present positions (SD = 6.80), 6.32 years at their present schools (SD = 6.65), and 11.92 years in the school district (SD = 8.13). They had substitute taught an average of 1.10 years (SD = 1.95), had taken an average of 4.70 semester hours in the last year (SD = 6.14), and had taken 1.91 inservice credits in the last year (SD = 2.60).

Table 1 here

Participants were primarily female (92.2%), Caucasian (93.9%), taught at the elementary level (85.4%), planned to teach the following year (93.9%), were classroom teachers as opposed to special services teachers (87.3%), would choose teaching again (87.4%), and were not enrolled in graduate level programs (88.3%). They were fairly evenly divided between low (29.2%), middle (36.0%), and high (34.8%) socioeconomic level schools, and primarily had advanced degrees (≤ M.S. = 36%; ≤ Doctorate = 50.1%). The majority did not teach multi-age classes (70.3%), and all subject areas were represented with 73.4% of teachers teaching all subjects.

Instruments and Procedure

Personal empowerment, teacher efficacy and conceptual level, school culture, learner-

centeredness, and implementation of standards-based education, as reflections of the teacher's environment were measured in this study along with participants' background information. Also assessed were teacher satisfaction with teaching, their current position, and their enthusiasm for teaching (single item measure).

The *Vincenz Empowerment Scale* (Vincenz, 1990) is a seventy-four item self-report scale comprising six subscales. They are Potency, or efficacy (13 items); Independence, or autonomy (14 items); Relatedness, or interdependence (14 items); Motivation (11 items); Values (14 items); and Joy of Life (8 items). Sample questions are as follows: 1) Potency, "I have control over my own happiness;" 2) Independence, "I trust in myself;" 3) Relatedness, "When people band together, they can mountains;" 4) Motivation, "I can visualize the successful achievement of my goals;" 5) Values, "Doing volunteer work is rewarding;" and 6) Joy of Life, "Even though life can hurt, I wouldn't miss it for anything." Internal consistency analysis of the *Vincenz Empowerment Scale* (Vincenz, 1990) taken from this study indicated the following reliabilities for the subscales: Potency (Efficacy), .77; Independence (Autonomy), .75; Relatedness (Interdependence), .76; Motivation, .71; Values, .65; Joy of Life, .76; Total Empowerment, .92. All correlations between the *Vincenz Empowerment Scale* subscales (Vincenz, 1990) were significant at $p < .01$ (Table 2). As noted in the introduction, only one validation study has been conducted (Vincenz, 1990), yielding some support for the validity of the *Vincenz Empowerment Scale* but lacking the breadth to place empowerment in the broader network of psychological constructs.

Other instruments administered include the *Teacher Efficacy Scale* (Gibson & Dembo, 1984), the *School Culture Survey* (Saphier, 1985, March), the *Learner-Centered Battery* (McCombs & Lauer, 1997), the *Standards-Based Implementation Survey* (Seahorn, 1995), and

the *Paragraph Completion Method* (Hunt, Butler, Noy, & Rosser, 1978). A separate information sheet asked for teacher gender, age, ethnicity, subject and level taught, as well as other relevant demographic information.

The *Teacher Efficacy Scale* (Gibson & Dembo, 1984) is comprised of the subscales of Teaching Efficacy (Teachers can make a difference), Personal Teaching Efficacy (I can make a difference), and Outcome Efficacy (I can make a difference with this student), and has 42 questions. Additional questions from the work of Podell and Soodak (Soodak & Podell, 1996) were added to the original Gibson and Dembo scale. Sample questions are as follows: 1) Teaching Efficacy, "The amount that a student can learn is primarily related to family background;" 2) Personal Teaching Efficacy, "If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson;" and 3) Outcome Efficacy, "When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student." Internal consistencies for the *Teacher Efficacy Scale* for the present study were Teaching Efficacy, .81; Personal Teaching Efficacy, .80; Outcome Efficacy, .73. Validity is supported by discrimination from the constructs of verbal ability and flexibility and significant prediction of teacher classroom behaviors (Gibson & Dembo, 1984).

The literature has suggested a relationship between school culture and teacher empowerment (Acker-Hocevar & et al., 1996; Suleiman & Moore, 1996; Swanson & Finnan, 1996), so the *School Culture Survey* (Saphier, 1985, March) was used in this study as well. The *School Culture Survey* (Saphier, 1985, March) measures teacher perceptions of the cultures in which they work. The three subscales comprising this measure are Teacher Professionalism and

Goal Setting, Administrator Professional Treatment of Teachers, and Teacher Collaboration. This instrument includes twenty-nine questions. Sample questions are as follows: 1) Teacher Professionalism and Goal Setting, "Overall, we know what we stand for as a school;" 2) Professional Treatment by Administration, "I feel I am consulted about decisions to be made in this school and that I am listened to and can influence policy;" and 3) Teacher Collaboration, "We teach each other things we know about teaching." For this instrument (Edwards & et al., 1996), subscale reliabilities were Teacher Professionalism and Goal Setting, .93; Professional Treatment by Administrator, .89; and Teacher Collaboration, .87. Minimal validity data have been collected on this instrument (Edwards & et al., 1996).

In addition, teacher implementation of standards-based education was measured in order to determine the extent to which teachers implemented standards. Participants were asked to indicate how frequently they engaged in various behaviors prior to implementing standards-based education and now. The *Standards-Based Implementation Survey* (Seahorn, 1995) had an internal consistency of .96 for the Before subscale and .95 for the Now subscale, and comprised 43 questions in total. Sample questions include, "I design instruction which is developmentally appropriate for my students," and "I use exit outcomes and proficiencies as a guide when planning instruction." This measure had not been used previously and no validity evidence was available.

The *Learner-Centered Battery* (McCombs & Lauer, 1997) was used in order to assess the extent to which a teacher was "learner-centered." Subscales had the following internal consistencies: 1) Learner-Centered Beliefs About Teaching, .79 (14 items); 2) Non-Learning Centered Beliefs About Learners, .75 (9 items); 3) Non-Learner Centered Beliefs About Learning and Teaching, .72 (12 items); 4) Creates Positive Interpersonal Relationships/Climate, .85 (7

items); 5) Honors Student Voice, Provides Challenge, and Encourages Perspective Taking, .78 (7 items); 6) Encourages Higher Order Thinking and Self-Regulation, .78 (6 items); 7) Adapts to Individual Developmental Differences, .50 (5 items); 8) Self-Efficacy, .70 (6 items); 9) Negative Beliefs About Adolescence, .63 (4 items); 10) Positive Beliefs About Adolescence, .44 (6 items); 11) Reflective Self-Awareness, .86 (15 items); 12) Medium Control, .62 (5 items); 13) High Control, .57 (5 items); 14) Medium Autonomy, .42 (5 items); and 15) High Autonomy, .38 (5 items). Sample questions are as follows: 1) Learner-Centered Beliefs About Teaching, "Students have more respect for teachers they see and can relate to as real people, not just as teachers;" 2) Non-Learner Centered Beliefs About Learners, "Too many students expect to be coddled in school;" 3) Non-Learner Centered Beliefs About Learning and Teaching, "I can't allow myself to make mistakes with my students;" 4) Creates Positive Interpersonal Relationships/Climate, "I demonstrate to each student that I appreciate him/her as an individual;" 5) Honors Student Voice, Provides Challenge, and Encourages Perspective Taking, "I allow students to express their own unique thoughts and beliefs;" 6) Encourages Higher Order Thinking and Self-Regulation, "I help students clarify their own interests and goals;" 7) Adapts to Individual Developmental Differences, "I encourage students to express their preferences for different ways of learning;" 8) Self-Efficacy, "I am good at helping all the students in my class make significant progress;" 9) Negative Beliefs About Adolescence, "There are lots of things a teacher can do to make their relationships with their adolescents a good one;" 10) Positive Beliefs About Adolescence, "Early adolescence is a difficult time of life for children and their teachers;" 11) Reflective Self-Awareness, "I examine my motives and goals;" 12) Medium Control, "Emphasize how important it is for him to 'control himself' in order to succeed in school and in other situations;" 13) High

Control, "Put him in a special class which has the structure and reward contingencies which he needs;" 14) Medium Autonomy, "Help him see how other children behave in these various situations and praise him for doing the same;" and 15) High Autonomy, "Realize that Donny is probably not getting the attention he needs and start being more responsive to him."

The final instrument was the *Paragraph Completion Method* (Hunt et al., 1978). Validity information suggests that ***HAVE A CALL IN TO MARY ROSSER. This instrument was used because it is highly associated with beneficial outcomes for students, though its relationship to empowerment has not been investigated (Allen, 1988; Calhoun, 1985; Gilliam, 1990; Harvey, 1967; Harvey, White, Prather, Alter, & Hoffmeister, 1966; Hunt & Joyce, 1967; Murphy & Brown, 1970; Rathbone & Harootunian, 1971; Smith, 1980; Sprinthall, 1979; Witherell & Erickson, 1978). This is a measure of teacher conceptual level. Teachers with low scores on this instrument tend to think in concrete, right or wrong, black or white ways, while teachers functioning at high levels tend to think more in shades of gray and be more flexible in their thought. Teachers were asked to write a minimum of three sentences in response to each of five questions. Questions were, "What I think about rules . . . " (R subscale), "When I am criticized" (C subscale), "When someone does not agree with me . . . " (D subscale), "When I am not sure . . ." (NS subscale), and "When I am told what to do . . . " (T subscale). A total conceptual level score was also computed for each participant based on responses to the individual subscales. This instrument, which was hand-scored, had an internal consistency of .55, which was considered minimal for research purposes.

All instruments were administered in a group setting in Spring, 1997 in central locations in the school district. Teachers were invited to fill out the instruments after school and were paid for

their time. Administration took from one hour to one-and-a-half hours, and teachers completed the instruments during February and early March. Analyses employed correlations and regressions for interval variables and t-tests or analyses of variances for categorical independent variables.

Results

Relationships

Vincenz (Vincenz, 1990) subscales were all significantly intercorrelated (Table 2), with the strongest correlation between Potency and Independence. The multiple R's were low, however.

Correlations and regressions of the *Vincenz Empowerment Scale* (Vincenz, 1990) on the *School Culture Survey* (Saphier, 1985, March) showed that Potency, Independence, Relatedness, Joy of Life, and Total score were the most accurately predicted, with the Motivation subscale having the lowest correlations with School Culture subscales (Table 3).

All *Vincenz Empowerment Scale* subscales (Vincenz, 1990) correlated significantly with the three subscales of the *Teacher Efficacy Scale* (Gibson & Dembo, 1984), which were Teaching Efficacy, Personal Teaching Efficacy, and Outcome Efficacy (Table 4). Correlations with the Outcome Efficacy subscale were the lowest. Multiple R's were low to moderate.

Tables 2, 3 and 4 here

When the *Vincenz Empowerment Scale* (Vincenz, 1990) was correlated with the *Learner-Centered Battery* (McCombs & Lauer, 1997), significant relationships were observed on all

subscales except Medium Control, High Autonomy, High Control, and Medium Autonomy (Table 5). The highest correlations were found for Learner-Centered Beliefs About Teaching; Non-Learning Centered Beliefs About Learners (negative correlations); Creates Positive Interpersonal Relationships/Climate; Honors Student Voice, Provides Challenge, and Encourages Perspective Taking; Encourages Higher Order Thinking and Self-Regulation; Efficacy; Reflective Self-Awareness; and Positive Beliefs About Adolescence. Multiple R's were moderate for all Vincenz subscales.

Low correlations were noted for Satisfaction with Teaching as a Career and Enthusiasm for Teaching, and even lower correlations existed for Satisfaction with Position (Table 6). Multiple R's were again low to moderate.

Tables 5 and 6 here

Correlations between the *Vincenz Empowerment Scale* (Vincenz, 1990) (Table 7) and the *Paragraph Completion Method* (Hunt, Butler, Noy, & Rosser, 1978) were examined. Multiple R's were lower for this measure than for previous predictions.

Tables 7 and 8 here

A final regression was conducted, with the variables from all predictions measures and age included. Table 8 presents the significant predictions for each Vincenz subscale. Predictor variables for all subscales of the *Vincenz Empowerment Scale* (Vincenz, 1990) were significant at

$p < .001$. The *Learner-Centered Battery* (McCombs & Lauer, 1997) subscale of Honors Student Voice predicted Independence ($\beta = .237$), Relatedness ($\beta = .256$), Motivation ($\beta = .284$), Values ($\beta = .268$), Joy of Life ($\beta = .194$), and Total Empowerment ($\beta = .300$). The *Learner-Centered Battery* (McCombs & Lauer, 1997) subscale of Reflective Self-Awareness predicted Potency ($\beta = .186$), Independence ($\beta = .253$), Motivation ($\beta = .199$), Values ($\beta = .127$), and Total Empowerment ($\beta = .201$), and the *School Culture Survey* (Saphier, 1985, March) subscale of Administrator Professional Treatment of Teachers predicted Potency ($\beta = .222$), Independence ($\beta = .156$), Relatedness ($\beta = .168$), Joy of Life ($\beta = .176$), and Total Empowerment ($\beta = .178$). The Personal Teaching Efficacy subscale of the *Teacher Efficacy Scale* (Gibson & Dembo, 1984) predicted Potency ($\beta = .200$), Independence ($\beta = .214$), Motivation ($\beta = .182$), and Total Empowerment ($\beta = .185$), and the Teaching Efficacy subscale predicted Joy of Life ($\beta = .125$). The Efficacy subscale of the *Learner-Centered Battery* (McCombs & Lauer, 1997) predicted Potency ($\beta = .139$), Motivation ($\beta = .167$), Joy of Life ($\beta = .46$), and Total Empowerment ($\beta = .195$).

Satisfaction with Career predicted Independence ($\beta = .172$), Relatedness ($\beta = .121$), Joy of Life ($\beta = .235$), and Total Empowerment ($\beta = .167$), while the Learner-Centered Beliefs subscale of the *Learner-Centered Battery* (McCombs & Lauer, 1997) negatively predicted Independence ($\beta = -.115$). The "R" subscale of the *Paragraph Completion Method* ("What I think about rules . . . . ") (Hunt et al., 1978) negatively predicted Joy of Life ($\beta = -.131$). Age was negatively associated with Relatedness ($\beta = -.187$), Years of Experience was positively associated with Relatedness ($\beta = .106$), Years at School was negatively associated with Motivation ($\beta = -.143$), and Grade Taught was positively associated with Potency ($\beta = .109$).

Personal Background Variables. No significant differences were found on any of the subscales for ethnicity or gender. Significant effects of educational level (≤ Bachelors, ≤ Masters, & ≤ Doctorate) were found for Potency ($Mean_{\leq BS}$ = 3.73, SD = .49; $Mean_{\leq MS}$ = 3.82, SD = .52; $Mean_{\leq D}$ = 3.95, SD = .44) (F = 6.09, p = .002), Independence ($Mean_{\leq BS}$ = 3.95, SD = .49; $Mean_{\leq MS}$ = 3.96, SD = .49; $Mean_{\leq D}$ = 4.10, SD = .40) (F = 5.53, p = .004), Motivation ($Mean_{\leq BS}$ = 4.49, SD = .34; $Mean_{\leq MS}$ = 4.42, SD = .43; $Mean_{\leq D}$ = 4.55, SD = .35) (F = 4.43, p = .02), and Total Empowerment ($Mean_{\leq BS}$ = 4.16, SD = .34; $Mean_{\leq MS}$ = 4.15, SD = .38; $Mean_{\leq D}$ = 4.26, SD = .30) (F = 5.12, p = .005). Empowerment tended to increase with higher educational levels (Table 9).

School Organization Variables. No significant differences were found for level of school or socioeconomic level of school. In addition, no differences were found in the subscales or overall scores by subject area taught or multiaging.

Discussion

Results suggest that empowerment is related at a low to moderate level to efficacy. This is somewhat surprising since conceptually, empowerment and efficacy are closely related. It is possible, though, that perceptions of efficacy differ when personal versus professional efficacy is the focus. Also, efficacy tends to be situation- and context-specific, so it can vary from situation to situation.

Results also suggest that empowerment is related at a low to moderate level to perceptions of support from the culture, in this case the school. While all subscales except motivation were predicted by school culture, the subscale of the *School Culture Survey* (Saphier, 1985, March), Administrator Professional Treatment of Teachers, consistently predicted teacher

empowerment when all variables were placed in a multiple regression.

Somewhat stronger relationships were found between empowerment and beliefs about learners. Results suggest that more highly empowered teachers are more student-centered in their beliefs.

Conceptual level was the least effective as a predictor of the measure used, perhaps because the range of conceptual level for this educated group was somewhat restricted, and the reliability of the test was minimal.

Satisfaction with Teaching as a Career and Enthusiasm for Teaching as predictors of personal empowerment suggest that teachers who are happier in their chosen profession are also more highly empowered.

School counselors have the potential to impact teachers in order to help them increase in empowerment, and these results suggest areas for counseling. In the area of school culture, counselors can work toward fostering a climate in which teachers feel safe and able to work together collaboratively and professionally. Activities at faculty meetings that work toward increasing trust and collaboration can cultivate an atmosphere of collegiality. Counselors can also network teachers together so that they will use each other as resources. For example, if a teacher is putting together a unit on a particular topic, and the counselor knows that another teacher has already developed a unit on that topic, the counselor could suggest that they talk with one another and share ideas. If a teacher is working with a particular student and the counselor knows that another teacher previously worked with the student, the counselor could suggest that the two teachers talk about strategies that might be effective in helping that student.

The high relationship of Administrator Professional Treatment of Teachers to personal

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empowerment shows the power and importance of the principal-teacher relationship. Counselors are in a unique position to talk with the principal and provide coaching, if possible, to help foster professional treatment of teachers. The literature certainly supports the impact of principal behaviors on teacher empowerment (Bishop, 1994; Kirby & Colbert, 1994, January) (Carlson, 1994; Keedy & Finch, 1994; Martin, 1990, November; Pollak & Mills, 1997) (Blase & Blase, 1997).

When teachers believe that they can make a difference, they do; therefore, school counselors are also in a position to help teachers realize the difference they are making with students. They can do so by pointing out ways in which teachers are making a difference by citing specific instances of students who have been impacted by their teaching. In addition, they can facilitate activities at faculty meetings that provide the atmosphere in which the "norm" is sharing and celebrating successes.

High correlations of personal empowerment with learner-centered attitudes toward students also provide direction for school counselors in working with teachers. Counselors are in a position to share activities and resources for helping teachers focus on learners. They can encourage teachers to share strategies that they use for focusing on learners, creating positive interpersonal relationships, honoring student voice, and encouraging higher order thinking. Counselors can foster reflective self-awareness in teachers by coaching them, asking them questions about what they are doing that is effective in the classroom, and helping them to think through solutions to help students learn even more effectively. *The Learner-Centered Classroom and School: Strategies for Increasing Student Motivation and Achievement* (McCombs & Whisler, 1997) provides numerous examples for helping teachers, schools, and districts to become

more learner-centered.

Finally, since teachers who are satisfied with teaching as a career and enthusiastic about teaching tend to be more empowered, counselors are in a position to either help teachers become more satisfied, if possible, or to provide them with suggestions for alternative careers if they truly would prefer another profession. One of the most valuable services a counselor can provide, both for teachers and for students, is to help teachers who are dissatisfied with teaching as a profession to find satisfaction in other careers.

The need for empowerment has never been greater, and as school counselors and other key school personnel gain more insight into indicators of personal teacher empowerment, they will be even better equipped to counsel with them and provide interventions in order to bring about the best possible conditions for the teachers with whom they work.

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Table 1

Sample Demographics

Variable	$\bar{X}$	SD	n	Range
Age	44.66	8.73	413	23-67
Years of Teaching Experience	14.20	8.76	413	0-38
Years in Present Position	6.15	6.80	412	0-33
Years at Present School	6.32	6.65	413	0-33
Years in District Schools	11.92	8.13	413	0-33
Grade Level Taught	3.87	2.56	404	K-12
Number of Years Subbing	1.10	1.95	411	0-14
Year Most Recent Degree Was Awarded	1984.56	9.16	400	1959-1998
Number of Semester Hours in the Last Year	4.70	6.14	413	0-36
Number of Inservice Credits in the Last Year	1.91	2.60	413	0-15

table continues

Table 1 (Continued)

Sample Demographics

Variable	N	%	Variable	N	%
Gender			Ethnicity		
Male	32	7.8	Caucasian	386	93.9
Female	379	92.2	Others	25	6.1
Ethnicity			Level of Education		
Asian/Pacific Islander	3	.7	≤ B. S.	57	13.9
			≤ M. S.	148	36.0
Native American/ Alaskan	1	.2	≤ Doctorate	206	50.1
Hispanic	15	3.6	Socioeconomic Status of School		
Black	5	1.2	Low	120	92.2
Caucasian	38	93.9	Middle	148	36.0
Jewish	1	.2	High	143	34.8
Multiage			Plan to Teach Next Year		
Yes	66	29.7	Yes	382	93.9
No	156	70.3	No	21	5.2
Level of School			Maybe/ Undecided	4	1.0
Elementary	351	85.4			
Middle School	37	9.0			
Senior High	23	5.6			

table continues

Table 1 (Continued)

Sample Demographics

Variable	N	%	Variable	N	%
Position			Would Choose Teaching Again		
Teacher	358	87.3			
			Yes	353	87.4
Special Services	52	12.7	No	36	8.9
Subjects			Maybe/ Undecided	15	3.7
All Subjects	290	73.4			
			Enrolled in Graduate School Program		
Math/Science	17	4.3			
English/ Language Arts	49	12.4	Yes	48	11.7
Social Studies	9	2.3	No	361	88.3
Music/Art/PE	30	7.6			

Table 2

Correlations Among *Vincenz Empowerment Scale* Subscales

Subscales	2	3	4	5	6	7	$\bar{X}$	SD	n	Skew-ness	Kurto-sis
1 Potency	.76	.53	.47	.36	.56	.82	3.87	.49	412	-.41	.23
2 Independence		.56	.55	.37	.60	.85	4.03	.45	413	-.58	.55
3 Relatedness			.50	.38	.66	.79	4.26	.43	411	-.72	.73
4 Motivation				.33	.48	.71	4.49	.39	412	-.78	.44
5 Values					.32	.59	4.19	.41	412	-.37	-.13
6 Joy of Life						.80	4.39	.50	412	-1.29	2.42
7 Total Empowerment							4.21	.34	412	-.66	.68

Note. All correlations are significant at $p < .01$. Scale was 1- 5 (1 = Almost Always Untrue and 5 = Almost Always True).

Table 3

Correlations and Multiple Regression of *Vincenz Empowerment Scale* Subscales on *School Culture Survey* Subscales and Total

	School Culture Survey						
	Correlations				Regression		
Vincenz Subscales	1[c]	2	3	Total	R	Adjusted R^2	p
Potency	.10[a]	.19[b]	.10[a]	.15[b]	.21	.04	.001
Independence	.12[b]	.18[b]	.14[b]	.17[b]	.19	.03	.002
Relatedness	.16[b]	.22[b]	.22[b]	.23[b]	.25	.06	.001
Motivation	.07	.07	.08[a]	.08[a]	.09	.01	.360
Values	.11[a]	.11[a]	.16[b]	.14[b]	.16	.03	.014
Joy of Life	.18[b]	.25[b]	.18[b]	.23[b]	.26	.06	.001
Total Empowerment	.16[b]	.23[b]	.19[b]	.22[a]	.25	.05	.001

Note. N = 412-413.
[a] $p < .05$. [b] $p < .01$.
[c] Subscales for *School Culture Survey*
1 Teacher Professionalism and Goal Setting
2 Administrator Professional Treatment of Teachers
3 Teacher Collaboration

Table 4

Correlations and Multiple Regressions of *Vincenz Empowerment Scale* Subscales on *Teacher Efficacy Scale* Subscales

	Teacher Efficacy Scale					
	Correlations			Regression		
Vincenz Subscales	Personal Efficacy	Teaching Efficacy	Outcome Efficacy	R	Adjusted R^2	p
Potency	.28	.27	.10	.34	.11	.001
Independence	.30	.22	.16[b]	.33	.10	.001
Relatedness	.20	.17	.15[b]	.24	.05	.001
Motivation	.29	.13[b]	.13[b]	.30	.08	.001
Values	.26[b]	.32	.17[b]	.37	.13	.001
Joy of Life	.22	.26	.10[a,b]	.30	.08	.001
Total Empowerment	.34	.30	.18[b]	.40	.15	.001

Note. All correlations are significant at $p < .01$ unless noted; N - 412-413.

[a] $p \leq .05$

[b] Variable has a NS Beta in regression; all others are significant at $p < .01$.

Table 5

Correlations and Multiple Regression of *Vincenz Empowerment Scale* Subscales on *Learner-Centered Battery* Subscales

		Correlations Learner-Centered Battery Subscale									
Vincenz Subscales		1	2	3	4	5	6	7	8	9	10
Potency		.12	-.28	-.16	.18	.26	.26	.13	.30[c]	.27[c]	-.02[a]
Independence		.12	-.27	-.17	.22	.34[c]	.34	.21	.32[c]	.36[c]	.01[a]
Relatedness		.22	-.24	-.16	.28	.35[c]	.26	.24	.28	.22	.04[a]
Motivation		.25	-.19	-.09[a]	.29	.41[c]	.38	.22	.36[c]	.39[c]	.05[a]
Values	.30	-.34[c]	-.24	.30	.35[c]	.24	.16	.28	.28[c]	-.12	
Joy of Life		.18	-.21	-.12	.24	.31[c]	.24	.16	.31	.20[c]	-.04[a]
Total Empowerment		.26	-.33	-.21	.32	.44[c]	.37	.24	.41[c]	.37[c]	-.02[a]

table continues

Table 5 (Continued)

Correlations and Multiple Regressions of *Vincenz Empowerment Scale* Subscales on *Learner-Centered Battery* Subscales

	Correlations Learner-Centered Battery Subscale					Regression		
Vincenz Subscales	11	12	13	14	15	R	Adjusted R^2	p
Potency	.06[a]	-.09[b]	.01[a]	.19[c]	-.18	.44	.17	.001
Independence	.04[a]	-.07[a]	.03[a]	.19	-.13	.50	.23	.001
Relatedness	.08[a]	-.07	-.01[a]	.24	-.11	.44	.16	.001
Motivation	.15	-.05[a]	.06[a]	.25	-.11[c]	.54	.26	.001
Values	.18	-.10	-.04[a]	.30	-.12	.51	.23	.001
Joy of Life	.03[a]	-.07[a]	.02[a]	.21	-.12	.41	.13	.001
Total Empowerment	.12	-.12	.02[a]	.30	-.17[c]	.58	.31	.001

Note. All correlations are significant at < .01 unless noted; N = 405-410

[a]NS [b]$p < .05$

[c]Beta for this variable in the multiple regression is significant at $p < .01$.

*Subscales for *Learner-Centered Battery*

1 Learner-Centered Beliefs About Teaching
2 Non-Learning Centered Beliefs About Learners
3 Non-Learner Centered Beliefs About Learning and Teaching
4 Creates Positive Interpersonal Relationships/Climate
5 Honors Student Voice, Provides Challenge, and Encourages Perspective Taking
6 Encourages Higher Order Thinking and Self-Regulation
7 Adapts to Individual Developmental Differences
8 Efficacy
9 Reflective Self-Awareness
10 Medium Control
11 High Autonomy
12 High Control
13 Medium Autonomy
14 Positive Beliefs About Adolescence
15 Negative Beliefs About Adolescence

Table 6

Correlations and Multiple Regression of *Vincenz Empowerment Scale* Subscales on Satisfaction Variables

	Satisfaction Variables					
	Correlations			Regression		
Vincenz Subscales	Teaching As a Career	Position	Enthusiasm for Teaching	R	Adj. R^2	p
Potency	.29[c]	.18	.24[c]	.32	.10	.001
Independence	.28[c]	.17	.25[c]	.32	.10	.001
Relatedness	.29[c]	.14	.23[c]	.31	.10	.001
Motivation	.36[c]	.09[a]	.15	.36	.13	.001
Values	.22[c]	.10[b]	.18	.24	.05	.001
Joy of Life	.36[c]	.28[c]	.37[c]	.45	.20	.001
Total Empowerment	.39[c]	.22	.32[c]	.43	.18	.001

Note. All are significant at $p < .01$ unless noted; N = 410-411

[a]NS

[b]$p < .05$

[c]Beta for this variable in MR is significant at $p < .01$.

Table 7

Correlations Between *Paragraph Completion Method* Subscales and Empowerment

	Paragraph Completion Method[a]										
	Correlations								Regression		
Vincenz Subscales	R	C	D	NS	T	X3	FS	FO	R	Adjusted R^2	p
Potency	.06	.12	.05	.05	.11	.12	.12	.13	.18	.011	.13
Interde-pendence	.04	.14	.06	.02	.06	.11	.12	.12	.17	.011	.14
Relatedness	-.02	.07	.005	-.003	.09	.03	.09	.11	.17	.008	.19
Motivation	-.03	.04	.10	.10	.11	.10	.06	.08	.18	.014	.09
Values .13	.08	.16	.08	.13	.18	.16	.18	.25	.042	.001	
Joy of Life	-.03	.04	.05	-.03	.05	.05	.06	.07	.13	-.003	.55
Total Empowerment	.03	.11	.09	.04	.12	.13	.13	.15	.20	.019	.05*

*p < .05. **p < .01. ***p < .001.
[a]R = "What I think about rules . . . ."
C = "When I am criticized . . . ."
D = "When someone does not agree with me . . . ."
NS = "When I am not sure . . . ."
T = "When I am told what to do . . . ."
X3 = Average
Felknor Single = A wholistic score
Felknor Other = An expanded wholistic score

Table 8

Multiple Regressions of *Paragraph Completion Method, Learner-Centered Battery, School Culture Survey, Teacher Efficacy Scale*, Age-Related Variables, and Satisfaction Variables with *Vincenz Empowerment Scale*

	1	2	3	4	5	6	7
R	.55	.59	.54	.62	.56	.58	.66
Adjusted R^2	.21	.27	.20	.31	.23	.26	.37
p	.001	.001	.001	.001	.001	.001	.001
Predictor Variables β[a]							
Honors Student Voice		.237	.256	.284	.268	.194	.300
Reflective Self-Awareness	.186	.253		.199	.127		.201
School Culture Survey Subscale #2, Administrator Professional Treatment of Teachers	.222	.156	.168			.176	.178
Personal Teaching Efficacy	.200	.214		.182			.185
Teaching Efficacy						.125	
Efficacy (*Learner-Centered Battery*)	.139			.167		.146	.195
Satisfaction with Career		.172	.121			.245	.167
Learner-Centered Beliefs		-.115					
R of *Paragraph Completion Method*						-.131	

table continues

Table 8

Multiple Regressions of *Paragraph Completion Method, Learner-Centered Battery, School Culture Survey, Teacher Efficacy Scale*, Age-Related Variables, and Satisfaction Variables with *Vincenz Empowerment Scale*

	1	2	3	4	5	6	7
Predictor Variables β[a]							
Age			-.187				
Years of Experience			.206				
Years at School				-.143			
Grade Taught	.109						

[a]Only values significant at $p < .05$ are listed.
1=Potency
2=Independence
3=Relatedness
4=Motivation
5=Values
6=Joy of Life
7=Total Empowerment

Table 9

Analysis of Variance for the *Vincenz Empowerment Scale*

	Educational Level											
	≤ Bachelor's			≤ Master's			≤ Doctorate					
Vincenz Subscale	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD	F	p	eta²
Potency	58	3.73	.49	149	3.82	.53	204	3.95	.44	6.09	.002	.03
Independence	58	3.95	.49	149	3.96	.49	204	4.10	.40	5.53	.004	.03
Relatedness	58	4.22	.48	149	4.22	.44	204	4.30	.40	1.78	.170	.009
Motivation	58	4.49	.34	149	4.42	.43	204	4.55	.35	4.43	.012	.02
Values	58	4.19	.39	149	4.15	.42	204	4.22	.41	1.11	.332	.005
Joy of Life	58	4.38	.50	149	4.33	.53	204	4.44	.47	2.03	.133	.01
Total Empowerment	58	4.16	.34	149	4.15	.38	204	4.26	.30	5.12	.006	.02

Table 8 (Continued)

Multivariate Analysis of Variance for the *Vincenz Empowerment Scale*

		Relatedness					Motivation				
	n	$\bar{X}$	SD	F	p	eta^2	$\bar{X}$	SD	F	p	eta^2
Would you choose teaching again, if given the choice?											
Yes	378	4.26	.43	3.09	.047	.015	4.49	.38	1.30	.273	.007
No	21	4.31	.47				4.62	.35			
Maybe/ Undecided	4	4.09	.46				4.45	.31			
Educational Level											
≤Bachelor's	58			NS			4.49	.34	4.43	.012	.02
≤Master's	149						4.42	.43			
≤Doctorate	204						4.55	.35			